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ABSTRACT

In 1991, a study was conducted to determine which student characteristics contributed to success and progression through the English skills course sequence at Sacramento City College. The 371 students in the study were enrolled in selected remedial/developmental English classes or in College Composition (English 1A) at the beginning of spring 1991. All students were asked to complete a questionnaire in class, and in-depth interviews were conducted with 21 students enrolled in English 1A who had been through a progression of English classes. Major study findings included the following: (1) English 1A students averaged more hours of employment than pre-1A students; (2) pre-1A students tended to spend more hours per day on childcare and housework than did English 1A students, and successful pre-1A students averaged more hours on childcare and housework than unsuccessful pre-1A students; (3) English 1A students on average reported higher household incomes than did pre-1A students; (4) parents of English 1A students tended to have higher levels of education than parents of pre-1A students; (5) English 1A students were somewhat more likely to report that a college education was important to their friends than pre-1A students; (6) English 1A and pre-1A students had similarly high expectations for income in 10 years; (7) English 1A students were somewhat more likely to agree that they were procrastinators; and (8) English 1A students were more likely to have a bachelor's degree or graduate degree as their goal. Appendixes provide statistical tables, interview questions, and the questionnaire. (JMC)

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A Study of Student Characteristics Contributing to Success and Progression Through SCC's English Skills Course Sequence

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October 1991

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A Study of Student Characteristics Contributing to Success
and Progression Though SCC's English Skills Course Sequence

Introduction

Sacramento City College has a series of remedial and developmental English classes designed to meet the needs of students whose reading and writing skill levels are not at the proficiency required in the college transfer level composition class, English 1A. The courses were developed over fifteen years ago when it became evident that students were in need of more basic instruction than was provided in English 1A. Three courses in writing and four in reading address students' reading and writing needs in a progressively and sequentially more sophisticated manner. In other words, the first course in the remedial/developmental series presents the basics in reading and writing, and each subsequent course requires a higher level of skill development. Students are advised into particular courses by counselors or by the assessment center, using a skills test and other criteria as guidelines, or they pass to higher level courses by satisfactorily completing certain remedial/developmental courses.

The English Department generally views these remedial/developmental courses as a "pyramid ladder" where students enrolling in the lower level classes are offered the opportunity to achieve the skill level to be successful in English 1A. Students progress through the successively more sophisticated English level courses at their own rates after demonstrating mastery of the skill expectation of each course level. Each developmental or remedial course may be taken twice for credit. These courses were designed to encourage student success and provide relevant instruction to students at their skill levels, not necessarily just to promote entrance into English 1A for students who start at the lowest level and seek to "work their way up."

Movement to a course with a higher skill level can be accomplished only after demonstrating mastery at the previous level. The percentage of students who start at the first level of English (255) and subsequently succeed in English 1A has been explored by the Dean of Admissions and Records at Sacramento City College, Sam Sandusky, who conducted a longitudinal study of a 20% sample of English 255 and English 256 students from the Fall 1982 semester through the Fall 1987 semester. The study data show that between 3.7% and 8.2% of English 255 students and between 6.8% and 18.9% of English 256 students, depending on the semester, had completed English 1A within the time period of three years. The data also show an interesting ethnic pattern: 1) Hispanics tend to pass to the next higher level English class at a consistently higher percentage than any other ethnic group; 2) in general, whites tend to pass from English 255 to English 256 at a slightly higher percentage rate than blacks; and 3) in general, blacks tend to pass from English 256 to English 57 at a slightly higher percentage rate than whites.

Using a different methodology, the Learning Assessment Retention Consortium (LARC) Student Outcomes Study (1989), based on a sample of 2,012 students who had been enrolled

in remedial writing courses at ten participating community colleges, reported that 1,588 of those students completed the initial remedial course--1,113 successfully (A,B,C,CR) and 242 unsuccessfully (D,F,NC)--where as 424 were non-completers. Of the 1,588 completers, it was found that 1,355 (85%) persisted to the following semester, Spring 1987. Of these 1,355 persisters, 613 (45%) completed a transfer-level freshman composition course by the end of Spring 1988. Of the 114 students in the study sample who completed a Fall 1986 remedial writing course three levels below freshman composition and persisted to Spring 1987, 46 or 40% completed freshman composition by the end of Spring 1988. It is important to note, however, that of the original 2,012 remedial writing students, only 30.5% (613) eventually completed freshman composition, and it was not reported how many successfully completed the course.

Even though non-progression to a college-level composition course such as SCC's English 1A could be interpreted as indicating unsuccessful students or courses, other considerations must be taken into account. Students at community colleges have a variety of goals, many of which do not require transfer-level English composition. "Some may have hoped to earn an associate degree (64 credits); some may have sought a certificate (30 credits); and some may have wanted to complete a single course or a limited series of courses to improve their typing skills, become familiar with computers [etc.]...." (Hennessey, 1990). Similarly, some English students at Sacramento City College may want improvement in communication skills at a particular level with no desire for advancement to English 1A. "As the mission of the community college is broad, so are the goals of its students." (Hennessey, 1990) The LARC study referred to above found that only 653 or 32% of the 2,012 remedial writing students in the study had a transfer-related goal and were in their first semester of college.

However, the issue of the low number of students who pass through the sequence of English courses at Sacramento City College has been questioned by several sources. It was raised in the 1986 accreditation report, which stated:

> The Assessment/Placement Program, which has broad recognition for its sound educational response to the needs of students, should conduct additional student outcome studies to determine why few students progress through their remedial studies. The apparent lack of progression may relate to the students achieving some desired intermediate goal or may be due to error in course design.

The purpose of this study is to explore factors which account for the relatively low rate of progression up the "ladder" of basic skills English courses. The research questions posed were:

1. How do the personal characteristic of English 1A students compare and contrast to pre-1A English students?

2. How do successful pre-1A students differ from unsuccessful pre-1A students in personal characteristics and demographic factors?

3. Do "ladder" versus "non-ladder" students in English 1A differ in terms of their personal characteristics and demographic factors?

A further question was explored through in-depth interviews. It was:

4. Do English 1A students who have completed a sequence of remedial/development English classes share a common pattern of personal characteristics?

Methods and Procedures

Subjects and Data

The students in this study were enrolled in selected remedial/developmental English classes, as described below, or in English 1A at the beginning of spring semester 1991.

Level	Course		Number
1	English 1A, "College Composition"		212
2	English 256, "Development Writing"		46
	English 270, "Basic Reading Skills"		17
	English 271, "Efficient Reading"		13
		Sub-Total:	76
3	English 255, "Writing Skills"		83
		Total:	371

All students in the study were asked to complete an in-class survey questionnaire (see appendix C) which was designed to give insight into some hitherto unexamined characteristics of English students. Students' responses to the questionnaire were entered into a computer file and the data subsequently analyzed by the College's Office of Planning, Research and Development. In-depth interviews also were conducted with 21 students enrolled in English 1A who had been through a progression of English classes (defined as at least two developmental writing courses and/or one developmental writing and one developmental reading course).

The Variables

The following variables are based on the questionnaire items of the in-class survey. The abbreviated, capitalized variable names were used in the computer statistical analysis and are referred to in the Results section and the tables in Appendix A.

Independent (Predictor) Variables

HOURSA Hours per day attending classes.

HOURSB Hours per day commuting.

HOURSC Hours per day of employment outside of school.

HOURSD	Hours per day studying.
HOURSE	Hours per day of housework/child care.
HOURSF	Hours per day watching TV or videos.
HOURSG	Hours per day reading for pleasure.
HOURSH	Hours per day of other recreation.
EDUCGOAL	Educational goal, defined as the following categories: 1) vocational certificate, 2) AA degree, 3) BA or BS degree, 4) graduate school, 5) self-improvement only, 6) undecided.
TRANSFER	Transfer education goal, computed from EDUCGOAL, where 1 = transfer (BA or BS degree or graduate school) and 0 = all other.
AAEDGOAL	AA degree goal, computed from EDUCGOAL, where 1 = AA degree goal and 0 = all other.
VOCSELF	Vocational certificate or self-improvement educational goal = 1, all other = 0 (computed from EDUCGOAL).
UNDECIDE	Undecided about educational goal = 1, all other = 0 (computed from EDUCGOAL).
LIVSITU	Living situation, defined as the following categories: 1) with parents or guardians, 2) alone, 3) with roommate(s) (no children), 4) with husband or wife (no children), 5) with husband or wife with children, 6) with boyfriend or girlfriend, 7) single parent with children.
INCOME	Yearly household income range, if living independent of parents, on a scale of 1 to 6, where: 1 = $0 - 5,000; 2 = $5,000 - 10,000; 3 = $10,000 - 15,000; 4 = $15,000 - 20,000; 5 = $20,000 - 30,000; 6 = above $30,000.
INCOME16	Approximate yearly income level of parents when respondent was age 16, on a scale of 1 to 6, where: 1 = $0 - 10,000; 2 = $10,000 - 15,000; 3 = $15,000 - 20,000; 4 = $20,000 - 30,000; 5 = $30,000 - 50,000; 6 = above $50,000.

MAEDUC	Mother's highest level of education obtained, on a scale of 1 to 8, where: 1 = no formal education; 2 = 8th grade or less; 3 = some high school; 4 = high school diploma or equivalent; 5 = some college; 6 = AA or AS degree; 7 = BA or BS degree; 8 = graduate or professional degree.
PAEDUC	Father's highest level of education obtained, on the same 8-point scale as for MAEDUC.
PAPERSUB	Household newspaper subscription = 1, no spubscription = 0.
MAGSUB	Household magazine subscriptions, where: 0 = 0; 1 = 1; 2 = 2; 3 = 3 or more.
HOMELANG	Language most frequently spoken at home, defined as the following categories: 1) English, 2) Spanish, 3) Chinese, 4) Japanese, 5) Vietnamese, 6) other.
MUSIC	Type of music respondent likes to listen to the most, defined as the following categories: 1) rock, 2) rap, 3) "easy listening," 4) classical, 5) jazz, 6) country western, 7) new age, 8) rhythm & blues, 9) other.
EDUCFRAM	Importance of college education to family, on a scale of 0 (very unimportant) to 6 (very important).
FAMSUPRT	How supportive family is to respondent's going to college, on a scale of 0 (very unsupportive) to 6 (very supportive).
EDUCFRDS	Importance of college education to friends, on a scale of 0 (very unimportant) to 6 (very important).
FRDSUPRT	How supportive friends are to respondent's going to college, on a scale of 0 (very unsupportive) to 6 (very supportive).
READWRIT	Importance of reading and writing to career goals, on a scale of 0 (very unimportant) to 6 (very important).
EXPCTINC	Expected income in ten years (at today's income levels), where: 1 = $0 - 10,000; 2 = $10,000 - 15,000; 3 = $15,000 - 20,000; 4 = $20,000 - 30,000; 5 = $30,000 - 50,000; 6 = above $50,000.

EDUCNEED	Education needed to achieve expected income level, where: 1 = some high school; 2 = high school diploma or equivalent; 3 = some college; 4 = vocational certificate; 5 = AA or AS degree; 6 = BA or BS degree; 7 = graduate or professional degree.

Responses to the following attitudinal variables were coded on a scale of 0 (strongly disagree) to 6 (strongly agree).

Q21	"Teachers and staff at SCC are helpful."
Q22	"I am a good student."
Q23	"I accomplish goals I set for myself."
Q24	"I do what I have to do to get a job done."
Q25	"My other college classes (not English classes) require good reading skills."
Q26	"I accomplish goals I set for myself." (Duplicate of Q23).
Q27	"I know where to seek help at SCC (counselors, tutoring, instructors' office hours, financial aid) when I need it."
Q28	"I'm a procrastinator."
Q29	"I have good study habits."
Q30	"I participate actively in most of my classes."
Q31	"I have lots of friends at SCC."
Q32	"It's usually possible for me to overcome bad luck or unfortunate circumstances in my life."
Q33	"I feel comfortable at SCC."
Q34	"I know college is where I should be at this point in my life."
Q35	"The English class I'm enrolled in is the right skill level for me."
Q36	"I may have a learning disability."

Dependent (Outcome) Variables

CLASSGRP	Class group or level of students, coded so that 1 = English 255 students; 2 = English 256, 270 or 271 students; and 3 = English 1A students.
ENGLIA	Dichotomous variable coded so that 1 = English 1A students and 0 = students in all pre-1A classes.
SUCCESS	Limited to pre-1A sub-sample of students, where 1 = successful pre-1A students (whose in-progress grades were C, CR or higher) and 0 = unsuccessful pre-1A students (whose in-progress grades were D, F, NC, or W).
LADDER	Limited to English 1A students, where 1 = English 1A students who came up the ladder of pre-1A courses and 0 = English 1A students who enrolled directly into the course.

Procedures

The statistical procedures for analyzing the data with regard to research question number one (Are there personal characteristic and background factors that distinguish English 1A students form pre 1A students?) included consideration of bivariate correlations between each factor and students course level. The bivariate analysis involved analysis of variance of means between the groups and cross tabulations by class groups or percentages of students within each category of variable in each course level. The three designated course levels were: level 1 = English 255; level 2 = English 256, 270 and 271; level 3 = English 1A. Further multivariate statistical analysis on the data involved the regression of significant variables from the bivariate statistics on the variable called English 1A, where 1 = English 1A students and 0 = all pre-1A students.

Analysis of data with consideration to research question number two (How do successful pre-1A students differ from unsuccessful pre-1A students in personal characteristics and demographic factors?) involved bivariate analysis of variance and cross tabulations for successful pre- 1A students (those whose final grade was C or better) and unsuccessful pre-1A students (those whose final grade was D,F,I or W). The variable name was SUCCESS. The multivariate analysis involved regression of the significant variable called SUCCESS-1 which is the successful pre-1A students on SUCCESS-0 which is the unsuccessful pre 1A students.

Analysis of data when considering research question number three (Do "ladder" versus "non-ladder" students in English 1A differ in terms of their personal characteristics and demographic factors?) involved the same bivariate and multivariate procedures as were used for the previous two research questions.

In order to address research question number four (Do English 1A students who have completed a sequence of remedial/developmental English classes share a common pattern of personal characteristics?), in-depth interviews were conducted with twenty one English 1A students whose responses to the in-class questionnaire indicated that they had progressed through a series of remedial/developmental English classes (at least two pre-1A courses). These students were asked eleven questions (see Appendix B). Their responses were tape recorded and subsequently categorized by the faculty researcher.

Results

The results of the statistical analyses which were carried out to address the first three research questions are summarized below, followed by the results of the content analysis of interview responses in regard to the fourth research question.

Research Question 1: How do the personal characteristic of English 1A Students compare and contrast to pre-1A English students?

There were several personal characteristics and background factors that distinguish English 1A from pre-1A students as determined by bivariate analysis of variance or cross-tabulation statistical procedures with CLASSGRP as the dependent variable. In addition, results are also presented for some of the independent variables for which there are similarities (i.e.., no statistically significant differences) between English class levels when these similarities are of practical interest. The analysis of variance results for those variables which could be treated as numeric scales are summarized in Table 1 in Appendix A and discussed below. These are followed by the cross-tabulation results for the nominal independent variables.

1) (HOURSC) English 1A students on average were employed more hours per day (3.5) than pre-1A students (2.5).

2) (HOURSE) Level one pre-1A students (English 255 students only) tended to spend more hours per day in childcare and housework than English 1A students. Level two pre-1A students (in English 256, 270, or 271) more closely resembled the English 1A students.

3) (HOURSF) Pre-1A students averaged 1.8 hours per day watching TV or videos while English 1A students averaged 1.5 hours--a statistically but not substantively significant difference.

4) (INCOME) English 1A students on average reported higher household incomes than pre-1A students. The means refer to income levels as coded on the survey. Income level two is $5,000 to $10,000 and income level three is $10,000 to $15,000.

5) (INCOME16) The level of income of the parents of English 1A students when the students were age 16 was, on average, one income level higher than that of the parents of pre-1A students.

6) (MAEDUC) On average, mothers of English 1A students had a significantly higher level of education than mothers of pre-1A students.

7) (PAEDUC) On average, fathers of English 1A students had one level of education higher than fathers of pre-1A students.

8) (EDUCFRDS) On average, 1A students were somewhat more likely to report that a college

education was important to their friends than were pre-1A students. However, it should be noted that all of the group means are high in this area, indicating that most friends of students see a college education as somewhat important. The means for importance of college to friends were 4.3 for level 1, 4.5 for level 2, and 4.7 for level 3. (FRDSUPRT) Level one students (English 255) were somewhat less likely to report that their friends were supportive of their going to college, but level two students (English 256, 270, and 271) more closely resembled English 1A students in this area. The means for friends being supportive of their college education were 4.3 for level 1, 4.7 for level 2, and 4.8 for level 3. There was no significant difference between English student levels in terms of the importance of college education to family (EDUCFAM) and support given by family for going to college (FAMSUPRT). The means for importance of students' college education to family were 5.2 for level 1, 5.0 for level 2, and 5.2 for level 3. The means for support given by family were 5.1 for level 1, 5.2 for level 2, and 5.2 for level 3.

9) (READWIT) English 1A students reported reading and writing as somewhat less important to their careers that pre-1A students. All students, however, reported reading and writing as important (score of 5 or above), but 1A students saw them as somewhat less important.

10) (EXPTINC) Pre-1A students and 1A students had similarly high expectations for income in ten years (at today's standards). Most indicated they thought they would be earning between $30,000 - 50,000.

11) (EDUCNEED) There was a statistically significant but otherwise minor difference between group means of English 1A students and pre-1A students in regard to level of education they think is needed to achieve their income goals (5.9 for level 1, 5.9 for level 2, and 6.1 for level 3).

12) (Q21) Level 1 pre-1A students were more likely to perceive teachers and staff at SCC as helpful than the other two levels, but students in all three levels generally perceived the staff to be fairly helpful.

13) (Q25) There was no significant difference between the three student levels in perception of need for good reading skills in other classes. Students in all three groups agreed that other classes at Sacramento City College require good reading skills.

14) (Q28) Interestingly, English 1A students were somewhat more likely to agree that they were procrastinators than either of the pre-1A levels. The group means for procrastination are 3.6 for level 1, 3.3 for level 2, and 3.8 for level 3.

15) (Q29) In general all students in all three levels were neutral or only somewhat agreed that they had good study habits.

16) (Q33) Level 1 students were on average somewhat more comfortable at Sacramento City College than the other two levels of students, although students at all levels generally

appeared to feel comfortable in the college environment. The English 1A students reported feeling least comfortable of all of the groups.

17) (Q35) Students at all levels generally agreed that they were at the right English course level. (The group means are 4.8 for level 1, 4.9 for level 2, and 5.0 for level 3.)

18) (Q36) Significantly more of the students in level 1 were likely to think that they had a learning disability as indicated by a higher group mean (2.5 for level 1, 1.8 for level 2, 1.4 for level 3).

The remainder of the independent variables, which are categorical, were cross-tabulated with CLASSGRP. The following variables, for which the results are presented in Table 2 in Appendix A, were found to be significantly related (at the .05 level) to students' class level.

19) (EDUCGOAL) English 1A students were more likely to have a BA/BS or graduate degree goal whereas level 1 and level 2 pre-1A students were more likely to have an AA degree, vocational, or self-improvement educational goal and were more likely to be undecided about their educational goal. Over half (54.7%) of 1A students reported a BA educational goal, whereas only a 40.5% of level 2 and 28.4% of level 1 pre-1A students had the same goal. In addition 23.6% of 1A students reported a graduate or professional degree goal, whereas only 9.2% level 2 and 8.45 of level 1 pre-1A students reported this educational goal. On the other hand, 22.4% of level 2 and 33.7% of level 1 pre-1A students reported an AA degree goal, whereas only 10.8% of 1A students had this goal. In addition, 13.2% of level 2 and 17.9% of level 1 pre-1A students were undecided about their educational goal, whereas only 8.5% of 1A students were undecided. <u>It is important to note that 57.3% of all pre-1A students in the study did not plan to pursue a transfer education goal that would include English 1A or the equivalent as a requirement.</u>

20) (MAGSUB) The number of magazine subscriptions which students reported is also significantly associated with enrollment in English 1A.

The other categorical variables--students' living situation (LIVSITU), having a newspaper subscription (PAPERSUB), the language most frequently spoken in the home (HOMELANG) and the type of music most frequently listened to (MUSIC)--were not significantly associated with enrollment in English 1A versus pre-1A class levels.

In order to determine which of the independent variables had the strongest influence on students' enrollment in English 1A versus pre-1A courses, all of those variables which were significantly associated with English class level (CLASSGRP) in the above bivariate analyses were entered in a multiple regression equation. This approach statistically controls for the influence of the other independent variables while measuring the effect each of them had on the outcome variable (ENGL1A), which was coded as 1 to equal English 1A enrollment and 0 to equal pre-1A enrollment. The following independent variables were included in the regression analysis: annual household income (INCOME), parents' income at respondent's

age 16 (INCOME16), mother's educational level (MAEDUC), father's educational level (PAEDUC), number of magazine subscriptions (MAGSUB), importance of college education to friends (EDUCFRDS), friends' support of respondent's college educational experience (FRPDSUPRT), perceived importance of reading and writing to career goals (READWRIT), perceived level of education needed to achieve income goals (EDUCNEED), hours per day employed (HOURSC), hours per day of housework and childcare (HOURSE), hours per day watching TV or videos (HOURSF), perceived helpfulness of teachers and staff (Q21), procrastination scale (Q28), Sacramento City College comfort scale (Q33), perception of learning disability scale (Q36) and transfer education goal (TRANSFER, coded 1 for educational goal of BA or higher; coded 0 for all other educational goals including undecided). The regression coefficients reported in the Table 3 in Appendix A indicate the average percentage increase in the likelihood that students enrolled in English 1A rather than a pre-1A course for each unit increase in the independent variables as they were coded for the analysis.

The following variables were found to be significantly associated with ENGL1A (1A versus pre-1A enrollment) when controlling for all of the variables in the regression equation: parent's income level at respondent's age 16, mother's education level, father's education level, hours per day employed, perception of learning disability, and transfer education goal. The regression coefficients for these variables were significant at the .05 level, except for hours per day employed and perception of learning disability which were significant only at the .10 level--indicating a more suggestive and less conclusive relationship.

Parents' education levels and income at respondents' age 16 are demographic variables which are ascribed rather than achieved; more specifically, they precede current student behaviors or attitudes and, therefore, are outside of the college's influence in any way to change or affect, but they do influence students' chances of enrolling in English 1A. Controlling for the other variables in the regression equation, for each increase of one unit on the scale for parent's income level, students were on average 7.1% more likely to be enrolled in English 1A. For each additional level of education completed by their mothers, students were 4.8% more likely to by enrolled in English 1A. For each additional level of education completed by their fathers, students were 5.0% less likely to be enrolled in English 1A. However, further statistical investigation indicated that father's education level was positively correlated with mother's education level, parents' income at respondent's age 16, and respondent's educational goal, indirectly amplifying the positive effect of these variables on English 1A enrollment even though its direct effect on 1A enrollment is negative. Perhaps because mothers may have more direct contact with their children, their education level has a positive effect on their children's educational aspirations. Higher family income also contributes to higher educational goals of students as well as to a higher likelihood of English 1A enrollment. Students' current household income appears to have no effect on English 1A enrollment.

For each additional hour per day of employment, students were on average 2.3% more likely to enroll in English 1A. Although this is not a strong effect, it suggests that employment per

se does not interfere with students pursuing college level course work.

For each unit increase on the self-perception of learning disability scale, students were on average 3.1% less likely to be enrolled in English 1A. In other words, students who agree that they may have a learning disability are somewhat more likely to be enrolled in pre-1A courses.

Students who reported a transfer education goal (BA/BS or higher) were 50.6% more likely to be enrolled in 1A than students who reported other education goals. The R^2 value (see Equation 2 in Table 3) indicates that all of the independent variables together accounted for 38.8% of the variance in enrollment in English 1A versus pre-1A classes. When the regression equation was calculated without the transfer education variable (see Equation 1 in Table 3), all of the other variables accounted for only 21% of the variance. Therefore, students' educational goal (transfer versus non-transfer) accounted for almost half of the explained variation in English 1A versus pre-1A enrollment. This generally indicates that a students' educational goal is as important as all of the other significant variables combined in explaining whether students are more likely to enroll in English 1A than in pre-1A English courses. Students who have a transfer education goal may enroll in English 1A either because they are more likely to meet the prerequisites for 1A or because they need 1A to meet their educational goal or both.

Research Question 2: How do successful pre-1A students differ from unsuccessful pre-1A students in personal characteristics and demographic factors?

On most characteristics addressed by the survey, successful (SUCCESS = 1) and unsuccessful (SUCCESS = 0) pre-1A students were similar, i.e., they did not differ to any statistically significant degree. They did differ, however, in terms of the following factors and characteristics (see Table 4 in Appendix A):

1) (HOURSE) Successful pre-1A students, on average, reported more hours per day of housework and childcare (2.18 hours) than unsuccessful pre-1A students (1.29 hours).

2) (EDUCFRDS) Successful pre-1A students were more likely to report that college education was important to their friends, although the average response for both groups was fairly high (4.62 for successful versus 4.13 for unsuccessful).

3) (Q22) On average, successful pre-1A students more strongly agreed that they were good students; however, the average response for both groups was fairly high on the response scale (4.89 for successful versus 4.50 for unsuccessful).

4) (Q26) Successful pre-1A students, on average, more strongly agreed that they accomplish their goals than did unsuccessful pre-1A students (4.89 for successful versus 4.56 for unsuccessful).

5) (Q27) Successful pre-1A students were also somewhat more likely to know where to seek help at the college than unsuccessful pre-1A students (4.94 versus 4.52, respectively).

6) (EDUCGOAL) Successful pre-1A students were more likely to have AA degree and BA or BS degree as their educational goal whereas unsuccessful pre-1A students were much more likely to be undecided about their educational goal and somewhat more likely to have a vocational certificate or self-improvement only as their educational goals. (See Table 5 in Appendix A for the cross-tabulation results for SUCCESS by EDUCGOAL.)

The above variables from the bivariate analysis were included as independent variables in regression analysis for success versus nonsuccess in pre-1A English. In light of the cross-tabulation results for educational goal, it was recoded as four dummy variables for the regression equation: TRANSFER, AAEDGOAL, VOCSELF, and UNDECIDE. TRANSFER was chosen as the reference group, i.e., not actually entered in the equation (students with a transfer goal equal zero on the other three dummy variables). The coefficients for the other three dummy variables represent their difference from the transfer group in terms of pre-1A success.

The results (see Table 6 in Appendix A) indicate that hours per day of housework and childcare, importance of college to friends, and educational goal were significantly associated with success versus nonsuccess in pre-1A English 1A when controlling for the other variables. More specifically, for each additional hour of housework and childcare, students were on average 5.2% more likely to be in the successful group. For each unit increase on the scale for importance of college education to friends, students were on average 7.1% more likely to be in the successful group.

Students whose educational goal was undecided (UNDECIDE) were 29.2% less likely to be successful in pre-1A classes than were students with a transfer educational goal. Although the coefficient was not significant even at the .10 level due to the small number in this group, students with a vocational certificate or self-improvement only goal (VOCSELF) appeared to have a 20% lower likelihood of succeeding in pre-1A classes than students with a transfer goal. This difference needs to be examined further in subsequent research with a larger vocational student sample size.

Accomplishment of goals (Q26) was also significant when the other two attitudinal variables (questions Q22 and Q27) were deleted from the regression equation, indicating that these three items were fairly highly correlated with each other. For each increase of one unit in the accomplishment of goals scale students were on average 6.9% more likely to succeed in pre-1A English, although the coefficient for this variable was significant only at the .10 level due to the overall small sample size (N = 115).

Question Three: Do "ladder" versus "non-ladder" students in English 1A differ in terms of their personal characteristics and demographic factors?

English 1A "ladder" students were defined, for purposes of this study, as students who reported they had completed one or more of the following classes: English 255, 256, 269, 270,and/or 271. "Non-ladder" English 1A students were defined as those who entered English 1A after completing English 57 and/or 72 or those who enrolled directly in English 1A as their first college English class. Bivariate analysis of variance or cross-tabulations were utilized to identify those variables from the survey for which "ladder" and "non-ladder" English 1A students were significantly different (at the .05 level). On most characteristics and factors addressed by the survey, "ladder" and "non-ladder" students closely resembled each other. Those variables for which they differed are discussed below (see Tables 7 and 8 in Appendix A):

1) (PAEDUC) On average the fathers education level was significantly higher for "non-ladder" English 1A students. The groups mean for "non-ladder" students on the father's education scale was 5.5, as contrasted to 4.6 of the "ladder" students.

2) (FAMSUPRT) Although both groups reported fairly high family support for going to college the group average for "non-ladder" students (5.3) was significantly higher than for "ladder" students (4.7).

3) (Q22) "Ladder" students were somewhat more likely to perceive themselves as good students (group average 4.9) than were "non-ladder" students (group mean 4.4). Perhaps this is due to the fact that "ladder" students have succeeded in progressing from remedial to college level English.

4) (Q33) On average, "ladder" students felt somewhat more comfortable at Sacramento City College (group mean 5.1) than did "non-ladder" students (group mean 4.7). Perhaps this is because they have used college services more frequently than "non-ladder" students.

The following variables proved to be significant at the point .10 level, suggesting that "ladder" and "non-ladder" 1A students may differ in terms of these factors in the larger population.

5) (HOURSG) On average, "non-ladder" students reported more hours of reading for pleasure (group mean 1.0 hours/day) than did "ladder" students (.7 hours/day).

6) (Q24) On average, "ladder" students were somewhat more likely to perceive themselves as completing their work (group mean 5.3) than were "non-ladder" students (groups mean 4.9), although the average responses were fairly high.

7) (Q36) Although students in both groups, for the most part, do not perceive themselves as having learning disabilities, "ladder" students were somewhat more likely to see this as a

possibility (group mean=7.9) than were "non-ladder" students (group mean=1.3).

8) (EDUCGOAL) "Ladder" and "non-ladder" English 1A students differ somewhat in their educational goals. A greater percentage of "non-ladder" students have a transfer objective, due largely to a much higher percentage with graduate school goal (25.3% versus 14.7% of "ladder" students). A much higher percentage of "ladder" students (23.5%) reported an AA degree educational goal than did "non-ladder" students (8.4%).

All of the variables for which "ladder" and "non-ladder" English 1A varied significantly at the .05 or .10 level in the bivariate analysis were included as independent variables in the regression analysis for "ladder" versus "non-ladder" English 1A enrollment (LADDER). Controlling for the other variables in the regression equation (see Table 9 in Appendix A) the following variables are significantly associated with "ladder" versus "non-ladder" enrollments in English 1A:

Family support for college education is negatively associated with the "ladder" enrollment pattern. In other words, for each increase of one unit on the family support scale, students were on average 5.0% less likely to be in the "ladder" group.

Ladder students were more likely to feel comfortable at Sacramento City College. With each increase of one unit in the comfort at Sacramento City College scale, students were 8.3% more likely to be in the "ladder" group.

With each increase of one unit on the self-perception of learning disability scale, students were 3.7% more likely to be in the "ladder" group.

Question Four: Do English 1A students who have completed a sequence of remedial/ developmental English classes share a common pattern of personal characteristics?

Key phrases were extracted from the students' interview responses and are listed after each question below. The numbers indicate the number of times this answer or one very similar to it was given. If there is no number after an answer it was only given once.

1) Why do you think you were able to continue in English classes when so many people dropped out?

Response	Number
Needed to (for Job, transfer, AA, skill level,independence, long term goal)	5
Determined, couldn't give up	4
Family	3
Realized what I didn't know	2

Fortitude, persistent
Effort, time
Ready for it
Knew what to expect
Valued it
Sure of Self
Give self a chance, better self
Assessment test told me

2) What probably distinguishes you as a student from those who dropped out?

Response	Number
Family background/support	6
Persistence	5
Have a goal	3
Career	2
Attitude (self-discipline)	2
Responsible for self	2
Can look at self realistically	2
Know I needed it, wanted to grow	2
Priorities (giving other things up)	2
See friends who don't drop out	2
Realistic appraisal of chances	
Older	
Know what I want	
Self-respect, sacrifice	

3) Is there anything teachers did to facilitate your continuing in English classes.

Positive Responses	Number
Takes time	4
Positive encouragement to push self	3
Good comments/feedback	3
Helpful	2
Caring	2
Good rapport (not afraid to ask for help)	2
Positive attitude	
Encouraged me to critically think	
Secure, comfortable	
Interesting readings and topics	
Encouraged to ask questions	
Lab help	

Study groups
Class organization
Personal interest
Easy to understand
Nice and courteous
Motivating
Support
Advice

Negative Responses
Reading too easy
Too academic
Not enough feedback
I put it on myself
Waste of time
Didn't allow own style

4) What were your high school English courses like?

Responses	Number
Not much writing, just lecture/grammar	8
Not challenging, boring	3
Didn't work hard/laid back/easy	3
Poor/awful/pretty stupid	3
College prep	2
Basic/lower level	2
Like English 256	
Advanced, lots of writing (ESL student)	
Definitions and spelling	
Reading comprehension	
Don't remember, school not important then	
Took easiest teachers	
Felt inferior	
Didn't take things seriously	
Identity crisis	
Survival skills	
I was lazy	
Teachers didn't push	
Peers didn't care	
Didn't have them (high school English courses)	

5) Why didn't you have college level skills when you entered SCC?

Responses	Number
Didn't apply self/didn't work hard in H.S.	5
H.S. didn't stress English/push writing enough	3
Didn't practice reading and writing	2
Have dyslexia/may have learning disability	2
Lack of study habits	2
No long term goal in mind (H.S didn't make you aware of possibilities)	2
Background (parents couldn't or didn't help)	
Knew 1A would be too hard for me	
No contact with counselors	
Not motivated	
Dropped out	

6) What are the English classes like at SCC?

Responses	Number
Helpful	7
Depends on instructor (some classes were good, some bad)	5
Good/all right	2
Love them	
Wonderful, harder than expected, get more attention than H.S.	
Not enough individual attention	
More feedback needed	
More basics needed	

7) How could they be better? or more helpful?

Responses	Number
More individual conferences--communication	2
More interesting topics	2
More writing	2
Smaller class size	
Drop-in labs	
Diagnostic tests	
Assignments more specific	
Assignments toned down	
More computer work	

More interaction with teachers
Teach what they're supposed to
More time flexibility for assignments
More time as group to write examples
More class workshops
Study groups
Explain things more clearly
More vocabulary
More reading
Stricter
Don't be negative

8) What's the single most important factor that's kept you in school.

Responses	Number
Goal	9
Job	8
Economic and Social future	4
Family	2
Love of learning	
Pushing self	
Teacher feedback	
Respect	
Children's future	

9) What could the college do as a whole to be more helpful to those students who do not continue?

Responses	Number
Counselor support/recovery counselors	5
People have to motivate themselves; up to individual	4
Support groups	3
Don't Know	3
Instructors should encourage students more	2
Send letter and call drop-outs, follow through	
Make courses interesting	
Incentive programs (give pay)	
Financial aid beyond 70 units	
Tutoring	
Give students opportunity for extra credit	
More communication about school	
Take College Success	

Take courses twice
Social things

10) What level of reading and/or writing skills is required of you in most of your other classes at SCC?

Responses	Number
1A	9
57	6
57 & 1A	
High school reading level	
10th grade	
Depends on course and instructor	

11) Are you still in English 1A?

Responses	Number
Yes	21

Although completely objective analysis of the above student interview results is not possible, some judgments can be made about the emergence of some general patterns shared by these students. The following conclusions are supported by the frequency of students' responses:

1) Students in English 1A who have worked their way through a series of lower level English classes tend to: a) recognize the relevance and need in their lives for good English communication skills; b) be motivated and focused on their education; c) have support from their families for obtaining an education; d) have definite and realistic career goals; and e) recognize their lack of proficiency in English skills & take responsibility for it.

2) The most positive contributions instructors can make to a students success is by showing interest and care for the students as well as taking time for meeting students' academic needs.

3) High school English classes appear to not require enough writing to help students succeed in college.

The interview students also tend to:

4) recognize their responsibility for their previous lack of proficiency in English skills.

5) have positive experiences with SCC English classes.

6) not have a common idea about changing the English classes.

7) feel that the college needs to provide more opportunity for emotional and social support for students.

8) feel that most college classes require 1A reading and writing skills.

The most noteworthy, impressive characteristics shared by most of the interviewed students were their clear sense of self and their definite focus on a future goal.

Summary of Findings

The bivariate and multiple regression results presented in the previous section are summarized below. When a variable was found to be significant in the bivariate analysis but not in the regression analysis for a particular research question, this is noted with the wording "bivariate analysis only." This means that after controlling for the other variables in the multiple regression equation, the variable was no longer significantly associated with the dependent or outcome variable in question. Unless otherwise noted, the variables presented below are significantly associated with differences between English 1A and pre-1A students and/or between successful and unsuccessful pre-1A students and/or between ladder and non-ladder English 1A students.

- HOURS PER DAY OF EMPLOYMENT OUTSIDE OF SCHOOL

  English 1A students average more hours of employment than pre-1A students. This suggests that employment per se does not limit access to English 1A or success in pre-1A classes.

- HOURS PER DAY OF HOUSEWORK/CHILDCARE

  English 1A students average fewer hours of housework and childcare than pre-1A students (bivariate analysis only), but successful pre-1A students average more hours of housework and childcare than unsuccessful pre-1A students. These results suggest that housework and childcare may limit access to English 1A but do not limit success in pre-1A classes.

- HOURS PER DAY WATCHING TV OR VIDEOS

  English 1A students average fewer hours of TV or video watching (bivariate analysis only). This suggests that watching TV or videos may detract from the development of higher level English skills needed for English 1A.

- HOURS PER DAY READING FOR PLEASURE and NUMBER OF MAGAZINE SUBSCRIPTIONS

  English 1A ladder students average less time reading for pleasure than non-ladder students, and English 1A students subscribe to more magazines than pre-1A students (bivariate analyses only). These findings suggest that students who spend more time reading for pleasure are better equipped to directly enroll in English 1A without first taking pre-1A courses.

- YEARLY HOUSEHOLD INCOME RANGE

English 1A students tend to have higher household incomes than pre-1A students (bivariate analysis only). This suggests that, along with other socioeconomic variables discussed below, current household income is a limiting factor on English 1A enrollment (i.e., lower income students are less likely to initially enroll in English 1A).

- YEARLY INCOME OF PARENTS AT RESPONDENT'S AGE 16

English 1A students tend to come from higher income families than pre-1A students, suggesting that students from higher socioeconomic background are more likely to be equipped with college-level English skills.

- EDUCATION LEVEL OF MOTHER

English 1A students, on average, report higher education levels for their mothers than do pre-1A students. This suggests than more highly educated mothers exert a positive influence on their children's development of higher level English skills.

- EDUCATION LEVEL OF FATHER

English 1A students, on average, report higher education levels for their fathers than do pre-1A students (bivariate analysis only), and English 1A ladder students, on average, report lower education levels for their fathers than do non-ladder 1A students (bivariate analysis only). Together these associates suggest that students with more highly educated fathers are more prepared to take English 1A without first taking pre-1A courses. The negative coefficient for father's education level in the regression equation for English 1A enrollment means that after controlling for the effect of (i.e., matching English 1A and pre-1A students on) the other variables in the equation--such as current income, parents' income, mother's education level, and educational goal--pre-1A students, on average, reported higher education levels for their fathers than do 1A students. However, father's education level has a positive indirect effect on enrollment in English 1A through its positive influence on these other variables.

- FAMILY SUPPORT FOR GOING TO COLLEGE

English 1A ladder students, on average, report somewhat lower family support for their going to college than do non-ladder students. This suggests that lack of family support may initially limit access to English 1A and that students who successfully progress from pre-1A courses to English 1A must depend more on their own personal strengths and resources.

- IMPORTANCE OF COLLEGE EDUCATION TO FRIENDS and FRIENDS SUPPORTIVE OF YOU GOING TO COLLEGE

  On average, the importance of college education to their friends is rated more highly by English 1A students than by pre-1A students (bivariate analysis only) and more highly by successful pre-1A students than by unsuccessful ones. English 1A students also report a somewhat higher level of support from their friends for going to college (bivariate analysis only). This suggests that having friends with similar educational goals is significantly related to students' success.

- READING AND WRITING IMPORTANT TO CAREER

  Pre-1A English students, on average, place a somewhat higher importance on reading and writing skills for their career goals than do English 1A students (bivariate analysis only). This suggests that perception of the need for reading and writing skills is not a limiting factor in students' success, at least for those who actually enroll in an English course. This may not hold true for students who do not enroll in English courses recommended in the college's assessment and placement process.

- EXPECTED INCOME IN TEN YEARS and EDUCATION NEEDED TO ACHIEVE INCOME LEVEL

  Even though English 1A and pre-1A students, on average, want to achieve the same income level in ten years, English 1A students perceive the need for a somewhat higher level of education to achieve this income level than do pre-1A students (bivariate analysis only).

- TEACHERS AND STAFF HELPFUL

  Level 1 pre-1A students, on average, perceive SCC's teachers and staff as being somewhat more helpful than do Level 2 pre-1A students and English 1A students (bivariate analysis only). This indicates that the college's services to students are not limiting factors to students' access and success, at least for those who enroll in English courses.

- I AM A GOOD STUDENT, I GET A JOB DONE and I ACCOMPLISH MY GOALS

  Successful pre-1A students more strongly agree that they are good students (bivariate analysis only) and that they accomplish their goals than do unsuccessful pre-1A students. English 1A ladder students more strongly agree that they are good students and that they get a job done than do non-ladder English 1A students (bivariate analysis only). These findings suggest that students who successfully complete pre-1A courses and progress up the "ladder" to English 1A have developed self-discipline and have very positive self-concepts as students.

- I KNOW WHERE TO SEEK HELP

Successful pre-1A students, on average, more strongly agree that they know where to seek help than do unsuccessful pre-1A students (bivariate analysis only). It would appear that knowledge of available support services may be a significant determinant of success in pre-1A English courses.

- I AM A PROCRASTINATOR and I HAVE GOOD STUDY HABITS

English 1A students, on average, more strongly agree that they procrastinate than do pre-1A students. If these perceptions are accurate, it would appear that this factor per se does not significantly limit access to English 1A. (Success v. non-success in English 1A was not included as a variable in this study.) It should be noted here, also, that there were no statistically significant differences between any of the groups compared in this study in terms of self-perception of study habits.

- I FEEL COMFORTABLE AT SCC

Level 1 pre-1A students, on average, are somewhat more comfortable at SCC than the other two levels (bivariate analysis only), and English 1A ladder students are more comfortable at SCC than non-ladder students. These findings may indicate that SCC provides a more supportive environment for remedial than AA or transfer level students, or transfer level students may simply feel less comfortable at a community college than they would at a four-year college because of their educational goals (see below).

- I HAVE A LEARNING DISABILITY

Pre-1A students and English 1A ladder students are more likely to agree that they have a learning disability than non-ladder English 1A students. Learning disabilities may be a limiting factor on initial access to the English 1A course level of proficiency.

- ENGLISH CLASS IS AT RIGHT LEVEL

It is important to note that all of the groups compared in this study equally agreed (i.e., no significant differences) that the English class in which they were enrolled was at the right level. This suggests that students are being appropriately placed at the English courses which are commensurate with their skill levels.

- EDUCATIONAL GOAL

A much higher proportion of English 1A students than pre-1A students have a bachelor or graduate degree goal. A greater proportion of ladder than non-ladder English 1A students have an AA degree goal. Among the pre-1A group, a greater proportion of unsuccessful than successful students have a vocational certificate or self-improvement only goal or are undecided about their educational goal. These findings indicate, on one hand, that having an AA or higher educational goal contributes to students' success in pre-1A courses but, on the other hand, that many pre-1A students have no need to progress to English 1A in order to successfully pursue their goals.

General Conclusions and Implications

The results of this study support the general conclusion that many more personal characteristics and socioeconomic factors distinguish English 1A students from pre-1A students than distinguish successful from unsuccessful pre-1A students and "ladder" from "non-ladder" 1A students. The implication for the college curriculum and services based on this information is that the design of pre-1A courses and the college services offered to pre-1A students need to be different from those for English 1A students. Specific recommendations based on this finding will be discussed in the next section of this report.

The information in this study leads to two very important conclusions concerning the importance of students' educational goals to the curriculum and to the evaluation of English courses. First, the educational goal of transfer to a four-year school as opposed to a non-transfer goal accounts for half of the explained variation in enrollment in English 1A versus pre-1A classes. Secondly, students with undecided education goals are more likely to be unsuccessful in pre-1A classes. These two conclusions, which were corroborated by the case study interviews, should impact both course design and course evaluation (to be discussed later).

One of the purposes of this report was to address the concerns of the 1986 accreditation report with regard to the question, "Why do so few students progress through their remedial studies?" The information in this report indicates that most students in remedial English classes do not need to progress to English 1A in order to achieve their designated purpose for taking remedial English classes. The data also indicate that most students feel they are at the proper level of English class, and the in-depth interviews point to a general feeling of satisfaction with SCC English courses. The concept of "progress through their remedial studies" needs to be clearly defined by the college. However, as the data in this report indicate, over half of the students enrolled in pre-1A courses do not have this as their goal. When this is taken into account, "progression through remedial classes" takes on a far different meaning, and the percentage of students in remedial classes who have transfer education as their goal and who eventually enter English 1A must be considered separately rather than grouping together all students in remedial classes.

Recommendations

Based on the above findings and conclusions, the following recommendations are offered as some of the ways in which the English Department and college support services could further improve the success of pre-1A students.

1. All remedial English classes should screen for learning disabilities and make referrals to the Learning Disabilities program when appropriate. In addition, English teachers need to be aware of how to deal with learning disabled students in their classes.

2. English teachers and courses need to emphasize the overwhelming importance of students' affective domain, i.e. students' self-perceptions and attitudes. The areas of goal setting, career counseling, how to use college support services, time management, and self-esteem should be a part of remedial English. (For example, successful pre-1A students spend more time with housework and childcare. Are they better organized than unsuccessful students?) This could be done by recommending concurrent enrollment in "College Success" courses and English courses; by adjunct "College Success" or study skill courses (one additional unit to a remedial English class); by offering more programs like the HELP, GO, and Connections classes, where skills skills and content are integrated; by active participation of the counseling staff in remedial English courses; or by retraining of English staff to deal with these issues effectively in their courses, among others ways.

3. Reading classes should take into account the positive effect that a "reading habit" (newspaper and magazine subscriptions and reading for pleasure) has on success in remedial classes and access to English 1A. Development of a "reading habit" should be an important part of all reading course designs.

4. Students' educational goals need to be taken into account when evaluating the effectiveness and success of remedial English classes.

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APPENDIX A

Statistical Tables

Table 1: Analysis of Variance Results for CLASSGRP by Independent Variables*

HOURSC - Hours/Day Employed

CLASSGRP	Count	Mean	F Ratio = 5.45
Level 1	86	2.46	F Prob. = .005
Level 2	69	2.51	
Level 3	207	3.53	
Total	362	3.08	

HOURSE - Hours/Day Housework & Childcare

CLASSGRP	Count	Mean	F Ratio = 3.46
Level 1	87	1.96	F Prob. = .033
Level 2	69	1.47	
Level 3	204	1.31	
Total	360	1.49	

HOURSF - Hours/Day Watching TV or Videos

CLASSGRP	Count	Mean	F Ratio = 3.65
Level 1	91	1.85	F Prob. = .027
Level 2	71	1.79	
Level 3	213	1.47	
Total	375	1.62	

INCOME - Yearly Household Income Range

CLASSGRP	Count	Mean	F Ratio = 3.25
Level 1	79	2.68	F Prob. = .040
Level 2	59	2.49	
Level 3	132	3.12	
Total	270	2.86	

* All F ratios are significant at the .05 level, as indicated by the F Prob. figures, unless otherwise indicated. All variables in Table 1 are discussed in the Results section.

Table 1, Continued

INCOME16 - Yearly Income of Parents at Respondents' Age 16

CLASSGRP	Count	Mean	F Ratio = 19.15
Level 1	86	3.09	F Prob. = .000
Level 2	70	3.23	
Level 3	196	4.21	
Total	352	3.74	

MAEDUC - Education Level of Mother

CLASSGRP	Count	Mean	F Ratio = 9.55
Level 1	93	4.51	F Prob. = .000
Level 2	76	4.20	
Level 3	211	5.17	
Total	380	4.81	

PAEDUC - Education Level of Father

CLASSGRP	Count	Mean	F Ratio = 12.18
Level 1	89	4.34	F Prob. = .000
Level 2	73	4.30	
Level 3	209	5.33	
Total	371	4.89	

EDUCFRDS - College Education Important to Friends

CLASSGRP	Count	Mean	F Ratio = 3.14
Level 1	94	4.32	F Prob. = .044
Level 2	77	4.48	
Level 3	211	4.70	
Total	382	4.56	

Table 1, Continued

FRDSUPRT - Friends Supportive of You Going to College

CLASSGRP	Count	Mean	F Ratio = 5.58
Level 1	93	4.32	F Prob. = .004
Level 2	77	4.74	
Level 3	212	4.83	
Total	382	4.69	

READWRIT - Reading and Writing Important to Career

CLASSGRP	Count	Mean	F Ratio = 4.92
Level 1	95	5.72	F Prob. = .008
Level 2	78	5.59	
Level 3	213	5.41	
Total	386	5.52	

EXPCTINC - Expected Income in Ten Years

CLASSGRP	Count	Mean	F Ratio = 1.65
Level 1	91	4.86	F Prob. = .193
Level 2	73	4.93	
Level 3	204	5.10	Not Significant
Total	368	5.01	

EDUCNEED - Education Needed to Achieve Income Level

CLASSGRP	Count	Mean	F Ratio = 3.66
Level 1	94	5.86	F Prob. = .027
Level 2	74	5.93	
Level 3	208	6.14	
Total	376	6.03	

Table 1, Continued

Q21 - Teachers and Staff Helpful

CLASSGRP	Count	Mean	F Ratio = 4.37
Level 1	96	4.99	F Prob. = .013
Level 2	76	4.61	
Level 3	212	4.64	
Total	384	4.72	

Q25 - My Other Classes Require Good Reading Skills

CLASSGRP	Count	Mean	F Ratio = .137
Level 1	94	5.07	F Prob. = .872
Level 2	75	5.11	
Level 3	212	5.14	Not Significant
Total	381	5.12	

Q28 - I Am a Procrastinator

CLASSGRP	Count	Mean	F Ratio = 3.08
Level 1	87	3.56	F Prob. = .047
Level 2	75	3.33	
Level 3	209	3.85	
Total	371	3.68	

Q29 - I Have Good Study Habits

CLASSGRP	Count	Mean	F Ratio = 1.05
Level 1	92	3.63	F Prob. = .351
Level 2	74	3.55	
Level 3	209	3.78	Not Significant
Total	375	3.70	

Table 1, Continued

Q33 - I Feel Comfortable at SCC

CLASSGRP	Count	Mean	F Ratio = 3.72
Level 1	94	5.10	F Prob. = .025
Level 2	77	4.86	
Level 3	212	4.76	
Total	383	4.86	

Q35 - English Class Is Right Level

CLASSGRP	Count	Mean	F Ratio = .596
Level 1	67	4.78	F Prob. = .552
Level 2	54	4.93	
Level 3	191	4.95	Not Significant
Total	312	4.91	

Q36 - I Have a Learning Disability

CLASSGRP	Count	Mean	F Ratio = 8.25
Level 1	66	2.48	F Prob. = .000
Level 2	54	1.76	
Level 3	190	1.41	
Total	310	1.70	

Table 2: Cross-Tabulation Results for CLASSGRP by Independent Variables

EDUCGOAL - Educational Goal

Educational Goal	Level 1 (Eng.255)	Level 2 (256,etc.)	Level 3 (Eng.1A)
Graduate School	8.4% (8)	9.2% (7)	23.6% (50)
BA or BS Degree	28.4% (27)	40.8% (31)	54.7% (116)
AA Degree	33.7% (32)	22.4% (17)	10.8% (23)
Vocational Certificate	6.3% (6)	3.9% (3)	1.4% (3)
Self-Improvement	5.3% (5)	10.5% (8)	0.9% (2)
Undecided	17.9% (17)	13.2% (10)	8.5% (18)
Total	100.0% (95)	100.0% (76)	100.0% (212)

Chi-Square = 65.6 Significance = .000

Table 2, Continued

MAGSUB - Magazine Subscriptions

Magazine Subscriptions	Level 1 (Eng.255)	Level 2 (256,etc.)	Level 3 (Eng.1A)
None	39.1% (36)	35.9% (28)	20.4% (43)
One	18.5% (17)	23.1% (18)	20.9% (44)
Two	26.1% (24)	21.8% (17)	26.5% (56)
Three or More	16.3% (15)	19.2% (15)	32.2% (68)
Total	100.0% (92)	100.0% (78)	100.0% (211)

Chi-Square = 19.0 Significance = .004

Table 3: Regression Coefficients for ENGL1A on Independent Variables [1]

Independent Variables	Equation 1	Equation 2
INCOME	-.006	-.007
INCOME16	.072*	.071*
MAEDUC	.039	.048*
PAEDUC	-.027	-.050*
MAGSUB	.006	-.005
EDUCFRDS	-.000	-.002
FRDSUPRT	.035	.002
READWRIT	-.077	-.066
EDUCNEED	.042	-.030
HOURSC	.024**	.023**
HOURSE	-.001	.003
HOURSF	-.031	-.039
Q21	-.008	.016
Q28	.014	.013
Q33	-.037	-.014
Q36	-.042*	-.031**
TRANSFER		.506*
Constant	.494	.533
R^2	.210*	.388*

* Significant at the .05 level.
** Significant at the .10 level.

N = 160 [2]

1. Independent Variables are limited to those which were significantly associated with CLASSGRP at the .05 level in the bivariate analyses covered in Tables 1 and 2.

2. This is the number of cases for which there were data on all the variables in this table.

Table 4: Analysis of Variance Results for SUCCESS by Independent Variables*

HOURSE - Hours/Day Housework & Childcare

SUCCESS	Count	Mean	F Ratio = 7.05
Successful	80	2.18	F Prob. = .008
Unsuccessful	75	1.29	
Total	155	1.75	

EDUCFRDS - College Education Important to Friends

SUCCESS	Count	Mean	F Ratio = 6.29
Successful	80	4.62	F Prob. = .013
Unsuccessful	89	4.13	
Total	169	4.38	

Q22 - I am a Good Student

SUCCESS	Count	Mean	F Ratio = 6.52
Successful	88	4.89	F Prob. = .012
Unsuccessful	82	4.50	
Total	170	4.70	

Q26 - I Accomplish My Goals

SUCCESS	Count	Mean	F Ratio = 5.11
Successful	88	4.89	F Prob. = .025
Unsuccessful	81	4.56	
Total	169	4.73	

* All F ratios are significant at the .05 level, as indicated by the F Prob. figures.

Table 4, Continued

Q27 - I Know Where to Seek Help

SUCCESS	Count	Mean	F Ratio = 3.95
Successful	89	4.94	F Prob. = .049
Unsuccessful	82	4.52	
Total	171	4.74	

Table 5: Cross-Tabulation Results for SUCCESS by EDUCGOAL

	Pre-1A Success	
Educational Goal	Successful	Unsuccessful
Graduate School	7.9% (7)	9.9% (8)
BA or BS Degree	40.4% (36)	27.2% (22)
AA Degree	34.8% (31)	21.0% (17)
Vocational Certificate	4.5% (4)	6.2% (5)
Self-Improvement	5.6% (5)	9.9% (8)
Undecided	6.7% (6)	25.9% (21)
Total	100.0% (89)	100.0% (81)

Chi-Square = 16.3 Significance = .006

Table 6: Regression Coefficients (b's) for SUCCESS on Independent Variables [1]

Independent Variables	b's
HOURSE	.052*
EDUCFRDS	.071*
Q26 [2]	.069**
Educ. Goal (Change in R^2)	.057*
AAEDGOAL	.013
VOCSELF	-.199
UNDECIDE	-.292*
Constant	-.149
R^2	.181*

* Significant at the .05 level.
** Significant at the .10 level.

N = 150 [3]

1. Independent variables are limited to those which were significantly associated with SUCCESS at the .05 level in the bivariate analyses covered in Tables 4 and 5.

2. When all three attitudinal items from the bivariate analyses (Q22, Q26, and Q27) were included in the regression equation, none of them were statistically significant because of relatively high correlations among them. When each was entered separately in the equation, only Q26 was statistically significant (at the .10 level only), and it contributed to the equation with the largest R^2 value.

3. This is the number of cases for which there were data on all the variables in this table.

Table 7: Analysis of Variance Results for LADDER by Independent Variables*

HOURSG - Hours/Day Reading for Pleasure

LADDER	Count	Mean	F Ratio = 3.72
"Ladder"	35	.66	F Prob. = .055
"Non-ladder"	174	.96	
Total	209	.91	

PAEDUC - Education Level of Father

LADDER	Count	Mean	F Ratio = 4.95
"Ladder"	34	4.65	F Prob. = .027
"Non-ladder"	175	5.46	
Total	209	5.33	

FAMSUPRT - Family Supportive of You Going to College

LADDER	Count	Mean	F Ratio = 5.11
"Ladder"	35	4.69	F Prob. = .025
"Non-ladder"	175	5.26	
Total	210	5.17	

Q22 - I am a Good Student

LADDER	Count	Mean	F Ratio = 6.67
"Ladder"	34	4.94	F Prob. = .011
"Non-ladder"	178	4.40	
Total	212	4.49	

* All F ratios are significant at the .05 or the .10 level, as indicated by the F Prob. figures.

Table 7, Continued

Q24 - I Get a Job Done

LADDER	Count	Mean	F Ratio = 3.08
"Ladder"	34	5.26	F Prob. = .081
"Non-ladder"	178	4.92	
Total	212	4.98	

Q33 - I Feel Comfortable at SCC

LADDER	Count	Mean	F Ratio = 4.68
"Ladder"	34	5.12	F Prob. = .032
"Non-ladder"	178	4.70	
Total	212	4.49	

Q36 - I Have a Learning Disability

LADDER	Count	Mean	F Ratio = 3.21
"Ladder"	32	1.91	F Prob. = .075
"Non-ladder"	158	1.31	
Total	190	1.41	

Table 8: Cross-Tabulation Results for LADDER by EDUCGOAL

Educational Goal	"Ladder"	"Non-ladder"
Graduate School	14.7% (5)	25.3% (45)
BA or BS Degree	52.9% (18)	55.1% (98)
AA Degree	23.5% (8)	8.4% (15)
Vocational Certificate	0.0% (0)	1.7% (3)
Self-Improvement	2.9% (5)	0.6% (1)
Undecided	5.9% (2)	9.0% (16)
Total	100.0% (34)	100.0% (178)

Chi-Square = 10.0 Significance = .076

Table 9: Regression Coefficients (b's) for LADDER on Independent Variables [1]

Independent Variables	b's
PAEDUC	-.013
FAMSUPRT	-.050*
HOURSG	-.054
Q22	.046
Q24	.003
Q33	.083*
Q36	.036*
Educ. Goal (Change in R^2)	.007
AAEDGOAL	.104
VOCSELF	-.023
UNDECIDE	.001
Constant	-.137
R^2	.155

* Significant at the .05 level.
** Significant at the .10 level.

N = 178 [2]

1. Independent variables are limited to those which were significantly associated with SUCCESS at the .05 or .10 level in the bivariate analyses covered in Tables 7 and 8.

2. This is the number of cases for which there were data on all the variables in this table.

APPENDIX B

In-depth Interview Questions

1) Why do you think you were able to progress through a series of remedial English classes and gain entrance to 1A when so many students do not do that?

2) What distinguishes you as a student from those who drop out of school?

3) Is there anything teachers did to facilitate your continuing?

4) What were your high school English courses like?

5) Why didn't you have college level English skills when you entered SCC?

6) What do you think of the English classes at SCC?

7) How could they be better? More helpful?

8) What is the single most important factor that's kept you in school?

9) What could the college do, as a whole, to be more helpful to those students who do not continue?

10) What level of reading and /or writing skills required in most of your classes at SCC?

11) Are you still in English 1A? If not, why not?

APPENDIX C

English Students' Questionnaire

ENGLISH STUDENTS' QUESTIONNAIRE

Student Name_____ SS#_____

Instructor's Name_____

English Class _____ Class Time_____

1. Circle English classes at this college you have already completed.

   A. Eng 269 C. Eng 271

   B. Eng 270 D. Eng 72

and/or

2. A. Eng 255 C. Eng 57

   B. Eng 256

3. On the average, how many hours per day do you spend on each of the following activities:

   a. attending classes _____

   b. commuting (going to and from work/school) _____

   c. employment outside of school _____

   d. studying _____

   e. housework/child care _____

   f. watching TV or videos _____

   g. reading for pleasure (include newspaper) _____

   h. other recreation _____

4. What is your educational goal? Circle one

   a. vocational certificate

   b. AA degree

   c. BA or BS degree

   d. graduate school

   e. self-improvement only

   f. undecided

5. Which of the following best describes your living situation. Circle one.

   a. with parents or guardians

   b. alone

   c. with room-mate(s) (no children)

   d. with husband or wife (no children)

   e. with husband or wife with children
      indicate number of children_____

   f. with boyfriend or girlfriend

   g. single parent with children

6. If you are living independent of your parents, what is your yearly income range (your household income or the total income of those you share living expenses with). Circle one

   a. 0 - $ 5,000

   b. 5 - $10,000

   c. 10 - $15,000

   d. 15 - $20,000

   e. 20 - $30,000

   f. above $30,000

7. When you were age 16, what was the approximate yearly income level of your parents? Circle one

   a. 0 - $10,000

   b. 10 - $15,000

   c. 15 - $20,000

   d. 20 - $30,000

   e. 30 - $50,000

   f. over $50,000

8. What was the highest level of education obtained by your mother? Circle one

   a. no formal education

   b. 8th grade or less

   c. some high school

   d. high school diploma or equivalent

   e. some college

   f. AA or AS degree

   g. BA or BS degree

   h. graduate or professional degree

9. What was the highest level of education obtained by your father? Circle one

   a. no formal education

   b. 8th grade or less

   c. some high school

   d. high school diploma or equivalent

   e. some college

   f. AA or AS degree

   g. BA or BS degree

   h. graduate or professional degree

10. Does your household subscribe to a newspaper?

    a. yes

    b. no

11. How many magazines does your household subscribe to per month. Circle one

    a. 0

    b. 1

    c. 2

    d. 3 or more

12. What language is most frequently spoken in your home? Circle one

    a. English

    b. Spanish

    c. Chinese

    d. Japanese

    e. Vietnamese

    f. other_____

13. What type of music do you like to listen to the most? Circle one

    a. rock

    b. rap

    c. "easy listening"

    d. classical

    e. jazz

    f. country western

    g. new age

    h. rhythm & blues

    i. other_____

14. How important is a college education to most of your family. Circle one.

a. very important

b. important

c. somewhat important

d. neutral

e. somewhat unimportant

f. unimportant

g. very unimportant

15. How supportive (helpful to you, understanding of your needs) is your family of your going to college? Circle one.

a. very supportive

b. supportive

c. somewhat supportive

d. neutral

e. somewhat unsupportive

f. unsupportive

g. very unsupportive

16. How important is a college education to most of your friends? Circle one.

a. very important

b. important

c. somewhat important

d. neutral

e. somewhat unimportant

f. unimportant

g. very important

17. How supportive (helpful to you, understanding of your needs) are your friends of your going to college? Circle one.

a. very supportive

b. supportive

c. somewhat supportive

d. neutral

e. somewhat unsupportive

f. unsupportive

g. very unsupportive

18. How important are reading and writing to your career goals? Circle one.

a. very important

b. important

c. somewhat important

d. neutral

e. somewhat unimportant

f. unimportant

g. very unimportant

19. What is your expected income in ten years (at today's income levels)?

a. 0 - $10,000

b. 10 - $15,000

c. 15 - $20,000

d. 20 - $30,000

e. 30 - $30,000

f. over $50,000

20. How much education do you think you need to achieve this income level? Circle one.

a. some high school

b. high school diploma or equivalent

c. some college

d. vocational certificate

e. AA or AS degree

f. BA or BS degree

h. graduate or professional degree

For the following questions, circle the answer which is closest to how you feel.

	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
21. Teachers and staff at SCC are helpful.	6	5	4	3	2	1	0
22. I am a good student.	6	5	4	3	2	1	0
23. I accomplish goals I set for myself.	6	5	4	3	2	1	0

	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
24. I do what I have to do to get a job done.	6	5	4	3	2	1	0
25. My other college classes (not English classes) require good reading skills.	6	5	4	3	2	1	0
26. I accomplish goals I set for myself.	6	5	4	3	2	1	0

	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	disagree	Strongly agree
27. I know where to seek help at SCC (counselors, tutoring, instructors' office hours, financial aid) when I need it.	6	5	4	3	2	1	0
28. I'm a procrastinator.	6	5	4	3	2	1	0
29. I have good study habits.	6	5	4	3	2	1	0
30. I participate actively in most of my classes.	6	5	4	3	2	1	0

	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
31. I have lots of friends at SCC.	6	5	4	3	2	1	0
32. It's usually possible for me to overcome bad luck or unfortunate circumstances in my life.	6	5	4	3	2	1	0
33. I feel comfortable at SCC.	6	5	4	3	2	1	0
34. I know college is where I should at this point in my life.	6	5	4	3	2	1	0
35. The English class I am presently enrolled in is at the right level for me.	6	5	4	3	2	1	0
36. I have a learning disability.	6	5	4	3	2	1	0